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Enhancing Elementary Students' Language Development Through Speaking Skills and Interactive Teaching: A Systematic Literature Review

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Abstract
Speaking ability is a crucial component of English language acquisition in primary education; however, its development is often hindered by suboptimal instructional methods and media. This study employs a Systematic Literature Review (SLR) to evaluate the effectiveness of various speaking instruction approaches, analyzing a total of 19 journal articles published between 2018 and 2023, sourced from reputable databases such as Semantic Scholar and ERIC. Findings indicate that interactive and technology-assisted methods—including storytelling, gamification, and role-playing—enhance students' speaking proficiency. The integration of digital platforms such as YouTube and Facebook, along with visual media (e.g., images and videos), further supports engagement and comprehension. Additionally, effective teacher-student communication fosters a conducive learning environment. Despite these advantages, several challenges persist, including technological limitations, reliance on traditional teaching approaches, and minimal parental involvement. Addressing these barriers requires an adaptive curriculum and the strategic integration of interactive technology to facilitate engaging, effective, and contextually relevant English language learning in 21st-century education.

Keywords: *English Language Development; Speaking Skill; Interactive Teaching Methods; Elementary School; Systematic Review*

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Introduction

Speaking skills play a crucial role in children's cognitive, social, and emotional development, as they enable effective communication and comprehension of the surrounding environment. In the context of 21st-century education, mastering speaking skills is essential for elementary school students to develop critical thinking, creativity, and adaptability (Susilawati et al., 2015). However, many primary school learners struggle to develop their speaking abilities, particularly in English. Limited exposure to the language, ineffective teaching methods, and low student engagement contribute to these difficulties (Huda, 2015). To address these challenges, innovative teaching approaches are needed to enhance students' speaking competence and ensure active participation in language learning.

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Communication skills, especially speaking, have an important role for primary school learners in the 21st century. Speaking skills are not only an integral part of language literacy but also support listening skills, which contribute to holistic communication skills (Sovani, 2024). Information literacy is also needed to help learners select and process information for speaking. The combination of language and information literacy is essential for primary school learners to be able to communicate effectively (Ichsan et al., 2020). Communication is understood as the process of conveying information and mutual understanding between individuals. Effective communication requires skills from both the sender and receiver of the message (Hoffman & Cowan, 2008). When speaking skills are well mastered, learners not only become more confident in expressing opinions but can also develop empathy and appreciate the diversity of opinions in the social environment (Marfuah, 2017).

Speaking skills, as one of the main elements in language development, allow children to express their ideas, increase self-confidence, and build healthy social interactions (Richards, 2002). Speaking skills are defined as the ability to string together words and sentences to convey messages or information. This ability also reflects learners' competence in adjusting verbal expressions to the norms and culture that apply in various communities (Saputra, 2017). Therefore, speaking skills in English need to be instilled early in primary school, as this is an indicator of success in language learning.

However, some studies show that there are obstacles in developing speaking skills in English language learning in primary schools. Research shows that children's speaking ability in Indonesia is generally low. A study in Karanganyar Village found that children aged 8-9 years had poor speaking ability, often lacked confidence and repeated words when expressing opinions (Khoirunnisa et al., 2022). Likewise, the speaking ability of early childhood in the new normal era is categorized as low, with children showing less cheerfulness and optimism (Dini, 2022). In a study at RA Bustanul Aulad, 4 out of 7 children in group A had difficulty speaking, often remaining silent when asked. However, the application of the conversation method improved speaking ability from an average score of 40.91 (unsuccessful) to 70.62 (good) (Hayati et al., 2021). At SDI Annajah West Jakarta, a study of 26 fifth grade students found that only 8 had good speaking skills, while 12 had average abilities and 6 had below average abilities (Anjelina & Tarmini, 2022). Huda, (2015) notes that the lack of use of innovative learning methods often leads to low motivation of students and their lack of active involvement in the learning process. This is exacerbated by the dominance of some students in group discussions, while others tend to be passive. This situation hinders the achievement of learning objectives that aim to get all students actively speaking. Wadah Hanafiah, (2019) also highlighted the suboptimal use of learning media, where the media used did not pay attention to learners' preferences and did not attract their interest. To overcome these problems, a learning design that combines appropriate and interesting methods and media is needed.

Cruickshank et al., (2014) emphasize the importance of designing effective and efficient learning activities to improve learning outcomes. The selection of appropriate delivery methods and material arrangement is the main key in achieving learning objectives. Teachers are required to use various methods and strategies that are able to motivate students and create an interactive learning atmosphere.

Research on speaking skills has evolved significantly in the 21st century, reflecting the growing emphasis on effective communication in educational settings, particularly in primary education. While early studies in the 2000s primarily explored general public speaking skills, more recent research has shifted towards the development of English speaking skills in young learners within primary education (Dalilah & Sya, 2022; Fussalam, 2020; Kuncoro, 2017; Rofii, 2023; Sahetapy et al., 2023). Over time, various approaches and methods have been found to support the development of speaking skills (Andriyani, 2015; Aprianto et al., 2020).

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This research aims to explore the influence of speaking skills on English language learning in primary schools. Specifically, this study will (1) identify the role of speaking skills in supporting English language learning, (2) evaluate the effectiveness of various methods and media in improving speaking skills, and (3) analyze the trend of scientific publications between 2018 to 2023 related to improving speaking skills through learning methods and media. The focus of this research is on the objectives, methods, and results of existing studies, with the hope that it can make a significant contribution to the development of English learning strategies at the primary school level, particularly in improving learners' speaking skills.

Methodology

This research is a systematic literature review, which aims to explore the influence of speaking skills on English language learning in primary schools. This systematic approach was applied as a critical and transparent method of finding, assessing, selecting and combining published sources of empirical information (Shiddiqi et al., 2024). This approach aims to provide answers to the research questions related to the development of speaking skills and interactive methods in English language learning at the primary school level. The systematic literature review method has been recognized as a legitimate approach in various research disciplines, including education, as it provides strong and tested evidence.

The data used in this research is secondary data, which is obtained using the documentation method from existing data, not through direct observation. The secondary data source of this research is journals accessed in a *semantic schoolar* and ERIC database. The search for articles in the *Semantic Schoolar* and ERIC database was carried out using keywords such as communication skills in English language education and communication skills in English language learning. The time span of the article search was limited from 2018 to 2023 For more details on the inclusion and exclusion criteria, please see the following table.

Table 1. Article Selection Criteria

Inclusion Criteria	Exclusion Criteria
Articles published in the period 2018–2023.	Articles published before 2018 or after 2023.
Articles indexed in the SINTA database.	Articles that are not indexed in the SINTA database.
Articles focusing on research related to English language learning in improving speaking skills.	Articles that do not specifically discuss English language learning in improving speaking skills.
Articles available in full access.	Articles that are only available in limited or paid access (not full access).

The journals were then assessed and examined using the following criteria:

Q1 :Have the reference articles found been indexed by Sinta?

Q2 :Is the problem written in the reference article in accordance with the research conducted?

Q3 :Does the reference article use appropriate learning methods and media to improve speaking skills in English?

For each reference article, a response to the above question will be given using the terms “yes” or “no.” The following research evaluation results are presented in Table 2.

Table 2. Study Quality Assessment

No	Author	Title	Q1	Q2	Q3	Result
1	(lini Liniswarti, 2021)	Improving Speaking Skills of English Language Learners through the Use of Invitation Learning Media in Class VIII A Students of SMP Negeri 3 Muara Bungo	✓	✓	✓	✓

No	Author	Title	Q1	Q2	Q3	Result
2	(Purwadi & Yulistio, 2020)	Improving Speaking Skills Using Storytelling and Speech Techniques in Students of the Indonesian Language Education Study Program, Bengkulu University.	✓	✓	✓	✓
3	(Agustinawati, 2020)	Improving Speaking Skills of English Language Learners through the Use of Invitation Learning Media for Class VIII Students.	✓	✓	✓	✓
4	(Ningrum et al., 2020)	Gamified Balinese Local Stories Effect As A Teaching Media Towards Young Learners' Speaking Skill.	✓	✓	✓	✓
5	(Meriastuti, 2018)	The Use of Modeled Talk Learning Strategy to Improve English Speaking Skills of Eighth Grade Junior High School Students.	✓	✓	✓	✓
6	(Suhaimi & Safa'udin, 2019)	Students' Social Communication Skills in Mathematics-based English Learning through the Application of Reciprocal Learning Oriented to Nationality.	✓	✓	✓	✓
7	(Syahira, 2022)	The Use of Youtube Videos as Teaching Media in Speaking Subjects to Improve Speaking Skills of English Students at Stkip Muhammadiyah Manokwari	✓	✓	✓	✓
8	(Ikhsan, 2021)	Efforts to Improve Speaking Ability & English Learning Outcomes Through the Application of Drill Techniques to Students of Class XII Mipa 2 SMA Negeri 1 Piyungan	✓	✓	✓	✓
9	(Yanti, 2020)	Improving English Communication Skills through Audio Lingual Method for Class X Accounting 1 Students of SMK Negeri 1 Bungo	✓	✓	✓	✓
10	(Syafitri, 2018)	Communication Strategy for English Learning to Improve Language Proficiency at SMPIT Nurul Islah Banda Aceh.	✓	✓	✓	✓
11	(Santoso et al., 2019)	The Effect of Using Picture Media on English Speaking Skills	✓	✓	✓	✓
12	(Moetia, 2023)	Application of Role Play Method in Improving Speaking Ability and Quality of English Learning	✓	✓	✓	✓
13	(Rahayu et al., 2022)	Interlanguage Performance of EFL College Students: Evidenced in the First Semester of the English Letters Major-Indonesia	✓	✓	✓	✓
14	(Qadi, 2021)	The Role of Facebook in Enhancement of Undergraduates' Receptive Skills at a Saudi University	✓	✓	✓	✓
15	((Dinsa et al., 2022)	The Influence of Gender and Study Duration on EFL Learners' Speaking Strategies Use	✓	✓	✓	✓
16	(Hernández-Chérrez et al., 2021)	Communication Games: Their Contribution to Developing Speaking Skills	✓	✓	✓	✓
17	(Hamad et al., 2019)	The Impact of Using YouTubes and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners	✓	✓	✓	✓

No	Author	Title	Q1	Q2	Q3	Result
18	(Alshammary, 2020)	The Impact of Using Cambly on EFL University Students' Speaking Proficiency	✓	✓	✓	✓
19	(Chaya & Inpin, 2020)	Effects of Integrating Movie-Based Mobile Learning Instruction for Enhancing Thai University Students' Speaking Skills and Intercultural Communicative Competence	✓	✓	✓	✓

Table 2 shows that the articles used as references in this study met the inclusion criteria set by the researcher. Once the articles that met the inclusion criteria were selected, an analysis was conducted to identify the various learning methods and media used in improving English speaking skills. This process involved analyzing publication trends from 2018 to 2023, as well as comparing existing research to gain a deeper understanding of the effectiveness of these methods and media. The analysis also aims to identify patterns or findings that can be used to formulate recommendations for the development of English language learning strategies in primary schools.

Based on the screening process, a total of 19 articles were identified as relevant and eligible for further review. These articles were selected after a rigorous evaluation process that included eliminating duplicate studies, excluding research that did not specifically focus on English speaking skills, and ensuring full accessibility to the articles. The final selection provides a comprehensive overview of recent research on methods and media used in English language learning, allowing for a more in-depth analysis of their impact and effectiveness. The findings from these 19 studies will serve as the foundation for drawing conclusions and formulating recommendations for future pedagogical practices.

After passing the study quality assessment, the selected articles were manually reviewed to ensure their alignment with the research objectives. This manual review process involved examining the research design, data collection methods, and key findings of each study to confirm their relevance in addressing the research questions (Kurniawan et al., 2023). By conducting a thorough qualitative analysis, this study aims to synthesize the most effective approaches and strategies for enhancing English speaking skills, particularly in primary school settings.

Result and Discussion

The research results in this study explain three of each research objective based on the articles obtained.

Identifying the Effect of Speaking Skills on English Language Learning

The nineteen articles selected to answer the research objective of identifying the influence of speaking ability on learners are outlined in table 3.

Table 3: Identifying the influence of speaking ability on learners' English learning

No	Author (s)	Description of the Influence of Speaking Skills on English Language Learning
1	(lini Liniswarti, 2021)	Students are still weak in speaking skills due to a lack of innovative teaching.
2	(Purwadi & Yulistio, 2020)	Students experience difficulties in pronunciation and lack the courage to speak
3	(Agustinawati, 2020)	Lack of speaking practice leads to pronunciation errors and inadequate proper speaking skills.
4	(Ningrum et al., 2020)	Media such as textbooks limit students' willingness to practice speaking skills.

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No	Author (s)	Description of the Influence of Speaking Skills on English Language Learning
5	(Meriastuti, 2018)	Students can only speak common memorized words, showing difficulty in speaking English
6	(Suhaimi & Safa'udin, 2019)	Lack of speaking skills results in inadequate cooperation and participation skills due to a lack of activeness.
7	(Syahira, 2022)	Limited practice time, along with shyness and fear of making mistakes, hinder speaking skills.
8	(Ikhsan, 2021)	Teachers who are not creative and innovative hinder the achievement of English language learning objectives.
9	(Yanti, 2020)	Students are not yet proficient in pronouncing English vocabulary.
10	(Syafitri, 2018)	Grammar issues, limited vocabulary, and lack of active communication practice result in poor speaking skills.
11	(Santoso et al., 2019)	Lack of student interest in improving speaking skills, even though learning media can help.
12	(Moetia, 2023)	Students still have limitations in grammar when using English.
13	(Rahayu et al., 2022)	Limited vocabulary use and language expansion hinder students' speaking skills.
14	(Qadi, 2021)	Lack of habitual use of English in reading, listening, and speaking activities leads to poor speaking skills.
15	((Dinsa et al., 2022)	Lack of English-speaking skills is due to a lack of understanding of effective speaking strategies.
16	(Hernández-Chérrez et al., 2021)	The use of standard textbooks that focus too much on grammar and lack space for interaction hinders the development of speaking skills
17	(Hamad et al., 2019)	Limited speaking skills hinder students from communicating effectively.
18	(Alshammary, 2020)	Lack of exposure to native language environments limits English communication skills.
19	(Chaya & Inpin, 2020)	Globalization demands English-speaking skills, but students often use regional languages, which hinders the development of speaking skills.

Based on the review of the 19 articles in the table above, speaking ability is one of the important aspects of English language learning, and many studies show that learners' speaking skills are still a challenge in the learning process. Based on the analysis of the twelve selected articles, some of the main findings point to factors that affect the development of learners' English speaking skills.

First, difficulty in pronunciation and reluctance to speak are the main factors that hinder learners' speaking ability. For example, in the research of (ini Liniswarti, (2021) and Purwadi & Yulistio, (2020), it was found that learners often faced problems in pronunciation, which resulted in difficulties in speaking fluently. This is further exacerbated by students' lack of courage to express their opinions or ideas in English, mainly due to shyness or fear of speaking incorrectly (Agustinawati, 2020; Syahira, 2022).

In addition, the lack of innovative teaching methods is also an obstacle in improving speaking skills. A number of articles highlight that traditional and uninteresting learning, such as the use of textbooks and worksheets, does not encourage students to participate more actively in speaking activities. These non-interactive learning media do not motivate learners to practice speaking English better (Ningrum et al., 2020). This is in line with the findings of Ikhsan, (2021), who stated that the lack of creativity and innovation from teachers in designing speaking lessons can hinder the achievement of English learning objectives.

Time limitation is also an important factor that hinders the mastery of speaking skills. Many students do not get enough practice time to speak in English. This is reflected in Syahira, (2022) research, which mentions that limited speaking practice time and fear of making

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mistakes are the main inhibitors. In many cases, learners feel shy to speak because they are worried about their pronunciation, which in turn affects their confidence.

However, there are also findings that show that the use of innovative learning media can help improve students' speaking skills. Research by Santoso et al., (2019) shows that with media such as images, videos and digital applications, learners are more motivated to speak and interact in English. These media provide more engaging and interactive learning that allows students to speak more actively and confidently. Therefore, the use of innovative media is very influential in improving English speaking skills.

Finally, difficulties in mastering vocabulary and grammar are also challenges often faced by learners. This was found in Meriastuti, (2018) study, where learners could only pronounce common words due to limitations in mastering more complex vocabulary. In addition, errors in pronunciation also often lead to miscommunication when speaking in English, which becomes an obstacle to more fluent and effective speaking (Agustinawati, 2020).

Thus, the influence of speaking ability in English language learning on learners is influenced by various factors, including the lack of speaking practice, the use of uninnovative media, as well as the fear of mistakes that hinder the development of students' speaking skills. Therefore, it is important for teachers to implement more innovative learning methods and media and provide more opportunities for students to practice speaking in English.

Evaluating the effectiveness of learning methods and media in improving speaking skills in English language learning

Improving speaking skills in English language learning there are various methods and media that can be used to improve students' speaking skills in English language learning as described in table 4.

Table 4. Effectiveness of the application of learning methods and media in improving students' speaking skills in English language learning

No	Author(s)	Effectiveness of Methods and Media in Improving Speaking Skills
1	(lini Liniswarti, 2021)	Use of invitation media improved learning outcomes and speaking skills.
2	(Purwadi & Yulistio, 2020)	Storytelling and speech techniques enhanced speaking skills.
3	(Agustinawati, 2020)	Invitation media increased speaking skills and student engagement in learning.
4	(Ningrum et al., 2020)	Local stories improved students' speaking skills through storytelling in class.
5	(Meriastuti, 2018)	Modeled Talk technique effectively improved speaking skills.
6	(Suhaimi & Safa'udin, 2019)	Individual readiness and environment influenced speaking skills.
7	(Syahira, 2022)	YouTube videos as teaching media enhanced speaking skills.
8	(Ikhsan, 2021)	Drill techniques increased student participation and speaking ability.
9	(Yanti, 2020)	Audio-lingual methods improved speaking skills at the novice level.
10	(Syafitri, 2018)	Communication strategies and environmental support were key in improving speaking skills.
11	(Santoso et al., 2019)	Frequent use of image-based media positively impacted speaking skills.
12	(Moetia, 2023)	Role-play improved confidence and speaking skills, especially with a supportive classroom environment.

No	Author(s)	Effectiveness of Methods and Media in Improving Speaking Skills
13	(Rahayu et al., 2022)	Digital devices and simple sentence strategies helped develop automatic linguistic responses.
14	(Qadi, 2021)	Facebook facilitated speaking skill improvement through audio-visual interactions.
15	((Dinsa et al., 2022)	Gender awareness and diverse speaking strategies were crucial in daily communication practice for skill improvement.
16	(Hernández-Chérrez et al., 2021)	Oral expression and communication games reduced fear of mistakes and boosted confidence, leading to better speaking outcomes.
17	(Hamad et al., 2019)	YouTube and audio track imitation enhanced speaking performance by providing clear learning models.
18	(Alshammary, 2020)	Cambly had a positive impact on speaking proficiency.
19	(Chaya & Inpin, 2020)	MBML teaching with mobile devices improved speaking skills and made learning more engaging and enjoyable

Based on the research that analyzed 19 articles, it was found that improving speaking skills in English learning can be achieved by using various innovative methods and media. Based on the analysis of the twelve selected articles, the following is an evaluation of the effectiveness of learning methods and media in improving students' speaking skills.

Use of Learning Media

Some articles highlighted the effectiveness of certain learning media in improving English speaking skills. For example, research by lini Liniswarti, (2021) and Agustinawati, (2020) showed that the use of invitation media can improve students' learning completeness and learning outcomes. This media not only improves speaking skills, but also increases students' activeness in the learning process. The same thing was also found in the research of (Santoso et al., 2019), which showed that the use of picture media can help students speak more actively, and by increasing the use of such media, students' speaking skills in English also improved (Alshammary, 2020; Hamad et al., 2019; Hernández-Chérrez et al., 2021).

In addition, YouTube videos have also proven effective in improving speaking skills (Hamad et al., 2019), as reported by Syahira, (2022). The use of videos allows students to listen to and imitate authentic English pronunciation, which is important in speaking learning. It provides opportunities for students to learn through real examples and improve their intonation and pronunciation.

Use of Innovative Learning Techniques

Some innovative methods in English learning have also proven to be effective in improving students' speaking skills. For example, storytelling and speech techniques, as described by Purwadi & Yulistio, (2020), have a positive influence on students' speaking skills. These techniques give students the opportunity to speak in public, which not only improves their speaking ability but also self-confidence.

In addition, Modeled Talk, introduced by Meriastuti, (2018), has also proven effective in helping students develop their speaking skills. This technique allows students to imitate the teacher's way of speaking or the example given, which directly improves pronunciation and speaking fluency. The use of the drill technique, discussed by (khsan, (2021), also showed a significant improvement in students' speaking ability. This technique provides repeated practice to strengthen speaking skills, especially in specific communication situations such as offering help.

The Role of Environment in Speaking Skills Improvement

A supportive environment also plays an important role in the effectiveness of learning methods and media. Suhaimi & Safa'udin, (2019) noted that external factors such as students'

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learning readiness, parents' attention, and neighborhood conditions affect students' speaking skills. On the other hand, Moetia, (2023) revealed that the application of role play can increase students' confidence to speak in front of the class. Role play activities allow students to practice more natural and interactive speaking, which strengthens their speaking skills.

Challenges and Constraints in Speaking Learning

Although the use of these various methods and media has proven to be effective, some challenges remain. For example, Moetia, (2023) points out that the strong influence of the mother tongue can make it difficult for students to pronounce English words like native speakers. This becomes a major obstacle in developing natural and fluent speaking skills. In addition, the fear and embarrassment factor that arises when speaking in front of the class, mentioned by Syahira, (2022), can also hinder students in practicing speaking.

Therefore, the use of diverse media, such as videos, pictures, and other technology-based media, as well as innovative learning methods such as storytelling, drill, and role play techniques, have proven effective in improving students' speaking skills in English. However, to achieve optimal results, it is important to create a supportive environment, overcome fear, and adapt the methods to the students' characteristics.

Discussions on various learning media, innovative teaching techniques, and environmental factors in improving students' speaking skills provide valuable insights into effective teaching strategies. However, beyond identifying these methods, it is important to understand the specific mechanisms used to improve speaking skills. For example, while media such as images, videos, and interactive platforms facilitate exposure to authentic language use, the processes used to help students internalize pronunciation, fluency, and confidence require further exploration. Similarly, storytelling, drills, and role-playing techniques offer structured opportunities for practice, but their effectiveness depends on how they are implemented in different classroom contexts.

Furthermore, the practical application of these findings in real-world classroom settings remains a major challenge. Teachers need concrete strategies to integrate these methods into everyday lessons while overcoming common barriers such as limited resources, varying student proficiency levels, and psychological factors such as fear of speaking. Moving forward, research should not only focus on identifying effective methods but also provide actionable frameworks that help educators design structured speaking activities tailored to students' needs. By doing this, the gap between research findings and classroom practice can be bridged, ensuring that innovative approaches truly contribute to improving students' speaking skills in a meaningful and sustainable way.

Analyze publication trends in scientific journals between 2018 and 2023 related to improving speaking ability through the use of methods and media with a focus on research objectives, methods, and results.

The third objective discusses publication trends in scientific journals between 2018 and 2023 related to improving speaking skills through the use of methods and media with a focus on research objectives, methods, and results. 19 journals were obtained that discussed different methods and media in improving students' speaking skills in English language learning. The results of the journal analysis (objectives, methods and research results) to improve students' speaking skills are described in table 4 as follows.

Table 5. Journal publication trends (objectives, methods, and research results)

No	Author (s)	Research Findings
1	(lini Liniswarti, 2021)	The use of Invitation learning media improved speaking skills and student mastery in English at SMP 3 Muara Bungo.
2	(Purwadi & Yulistio, 2020)	Storytelling and speech techniques improved the speaking skills of FKIP University of Bengkulu students, with scores increasing from 71.88 (good) to 81.18 (very good).

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No	Author (s)	Research Findings
3	(Agustinawati, 2020)	Invitation media enhanced speaking skills and student engagement in English learning at SMP Negeri 3 Muara Bungo.
4	(Ningrum et al., 2020)	Gamified Balinese local stories significantly improved the speaking skills of fifth-grade students, with post-test scores higher than pre-test scores.
5	(Meriastuti, 2018)	The Modeled Talk technique improved the speaking skills of eighth-grade students at SMP 3 Kubu, with an increase in average score percentage from 58.7% to 70%.
6	(Suhaimi & Safa'udin, 2019)	Reciprocal Learning with memory metrics improved students' social communication skills in national-oriented mathematical English learning.
7	(Syahira, 2022)	The use of YouTube videos improved the speaking abilities of STKIP Muhammadiyah Manokwari students, especially in fluency, grammar, pronunciation, intonation, and performance.
8	(Ikhsan, 2021)	The drill technique improved the speaking skills and English learning outcomes of SMA 1 Piyungan students in offering help and things.
9	(Yanti, 2020)	The Audio Lingual Method improved students' English communication skills, teacher performance, and student participation during the learning process
10	(Syafitri, 2018)	Effective communication strategies in English learning at SMPIT Nurul Ishlah Banda Aceh enhanced interaction and communication between teachers and students.
11	(Santoso et al., 2019)	The use of picture media significantly improved the speaking skills of STBA Pertiwi, Cileungsi students compared to the control group.
12	(Moetia, 2023)	Students' scores improved from 58.65 to 68.78, with 45.2% showing interest and 96.8% demonstrating self-confidence. Role-play techniques effectively enhance English speaking skills.
13	(Rahayu et al., 2022)	The study found that students produced ungrammatical utterances and limited communication strategies, but there is room for improvement in EFL teaching.
14	(Qadi, 2021)	The use of Facebook improved receptive English skills, particularly in listening and reading, but posed a threat to language proficiency.
15	((Dinsa et al., 2022)	Gender did not affect speaking strategies. Learning duration influenced speaking strategies for oral communication.
16	(Hernández-Chérrez et al., 2021)	The use of games improved students' oral production, vocabulary, accuracy, fluency, and interaction.
17	(Hamad et al., 2019)	The YATI (YouTube and Listening Audio Tracks Imitation) technique was effective in improving EFL speaking skills.
18	(Alshammary, 2020)	Cambly did not show significant differences in speaking tests but had a positive impact on motivation and cultural awareness.
19	(Chaya & Inpin, 2020)	Mobile Learning Based on Film (MBML) improved speaking skills and intercultural communicative competence, and was well-received by students.

The table above explains that the 19 articles reviewed show research patterns that vary in specific objectives, although overall they have a similar focus, namely improving students' speaking skills through innovative learning methods and media. The time span from 2018 to 2023 is a rich period for important studies that focus on analyzing publication trends in scientific journals. These studies show efforts to explore various approaches in English language learning, with the main goal of improving students' speaking skills at various levels of education, including primary education.

Some researchers, such as Agustinawati, (2020) & lini Liniswarti, (2021), found that innovative approaches involving the use of unique learning media, such as invitations, can effectively improve students' speaking skills in English. These studies are relevant to primary

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education, as engaging and easy-to-understand media can help increase student engagement from an early age. In addition, research by Ningrum et al., (2020) which revealed the use of gamified Balinese local stories also showed a significant positive impact on students' speaking skills. This story-based approach can be applied in primary education to introduce speaking skills in a more fun and interactive way.

In addition, research conducted by Purwadi & Yulistio, (2020) on storytelling and speech techniques highlighted the importance of speaking skills in higher education, but the same concept can be adapted for primary education with simpler techniques. These techniques not only improve speaking ability but also help develop basic communication skills that are crucial in the early stages of education (Hamad et al., 2019). Overall, these studies confirm the importance of developing innovative learning methods and utilizing creative learning media in order to improve students' speaking ability, especially at the primary level.

With a more creative approach and appropriate media, it is hoped that students' speaking skills at the elementary level can be optimized. This shows that there is a great opportunity to develop various learning strategies to improve students' speaking skills, especially for children who are in the early stages of education. A fun and innovative approach will create a more active and effective learning atmosphere in elementary education classes (Isticomah et al., 2022)

In line with this effort, the use of digital media in language learning has become an important aspect to consider. Various technological devices, such as interactive learning applications, multimedia resources, and online collaborative platforms, have been increasingly used to support speaking learning. These digital resources offer an engaging and adaptive learning experience that allows students to practice speaking in a more dynamic way. However, it is necessary to examine whether the trend of using digital media in speaking learning has increased consistently over the years or whether certain barriers such as access to technology, teachers' digital competence, and students' readiness have hampered its development. Further research is needed to understand the long-term impact of digital media on students' speaking skills and to determine whether these devices effectively complement traditional teaching methods in elementary education.

Conclusion

The use of innovative learning methods and media, such as storytelling, Modeled Talk, YouTube videos, drill techniques, and audio-lingual approaches, have been proven effective in improving English speaking skills at the elementary school level. In addition, supporting factors such as an interactive learning environment, the use of images, effective communication, and positive relationships between teachers and students also play an important role in increasing student motivation and engagement in learning. However, challenges such as individual differences, learning readiness, and the influence of mother tongue remain factors that need to be considered in the process of learning to speak English. Teachers are advised to adopt creative and innovative learning media according to the characteristics and needs of students, in order to increase interaction and effectiveness of learning. Policymakers need to design policies that support the integration of technology and interactive methods into the curriculum, and provide training to educators in implementing effective learning strategies. Meanwhile, researchers are expected to continue to explore evidence-based learning approaches that can overcome barriers to teaching speaking skills, as well as develop more adaptive methods for various learning conditions at the elementary school level.

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